Pistor Middle School
STUDENT ACHIEVEMENT ACTION PLAN SY2020-21
Principal: Elizabeth Rivera - Russell
Silverbell Region 1, Regional Superintendent: Brian Lambert

I.   SCHOOL PROFILE

Vision and Mission: We at Pistor Middle School strive to build relationships with community and stakeholders as we focus on preparing our students for college and career readiness. We aim to inspire and empower students to excel academically and socially, including the ability to be productive citizens and future leaders.

Core Values:

- Through our GATE, AVID, TWDL programs we strive to provide a nurturing and safe environment that fosters rigorous academic and technological curriculum for life-long learners
- Use data to drive and refine instruction
- Analysis of student work
- Generate interest in Career Pathways and college prep
- Ex Ed, and ELL supports
- Positive student and team achievements
- SMART Goal setting including: Common Assessments, interim assessments, AZMerit,
- Behavioral issues and prevention strategies (Restorative Practices)
- Attendance issues and interventions (Drop-out Prevention, MTSS)
- Parent contact and planning of intervention meetings (MTSS)
- Follow through with feedback from Administration/Counseling on referrals
- School to Community Relationships.

Student Profile:

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
50	16	748	68	11	6	899
English Language Learners	**Exceptional Education Students**					
90	112					

3 Years of AzMERIT Percent Proficiency by Grade

3 Years of AzMERIT Math Percent Proficiency by Grade

	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	41%	34%	29%	43%	36%	31%	41%	38%	32%
District Avg	21%	20%	13%	24%	20%	21%	23%	22%	18%
Pistor	13%	19%	1%	14%	10%	16%	14%	15%	10%

3 Years of AzMERIT ELA Percent Proficiency by Grade

	2017 Gr. 6	2017 Gr. 7	2017 Gr. 8	2018 Gr. 6	2018 Gr. 7	2018 Gr. 8	2019 Gr. 6	2019 Gr. 7	2019 Gr. 8
State Avg	41%	44%	34%	39%	45%	39%	42%	41%	38%
District Avg	26%	30%	21%	23%	31%	24%	27%	26%	24%
Pistor	22%	27%	17%	15%	27%	23%	18%	23%	20%

2018-19 AzMERIT Percent Proficiency Broken Out by USP Ethnicity		
USP Ethnicity	Math	ELA
White	23%	18%
African Am.	0%	16%
Hispanic	12%	20%
Native Am.	10%	17%
Asian-PI	NA	NA
Multi-Racial	22%	33%
All	**13%**	**20%**

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Pistor Middle School has identified the following gaps in areas of student outcomes. For each, Pistor Middle School provides a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

1. **Sub-header 1 ELA Benchmark Assessments Grades 6-8**

   Data Source: TUSD web Data

Current Reality: Our average score in grades 6-8 is at 45.5%, and our Native American Population is at 24% which is the lowest performing sub-group by ethnicity. Our Hispanic Population of students is the second lowest scoring group at 36.8% but they are our largest student population by ethnicity on campus.

Desired State:
- For all students to score 65% or higher on their ELA Benchmarks.
- Pistor wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap: Total Gaps by Ethnicity
- African American 3.3%
- Asian 26.5%
- Hispanic 28.2%
- Multi-Racial 28.3%
- Native American 40.6%
- White/ Anglo 16.2%

2. **Sub-Header 2 Math Benchmark Assessments Grades 6-8**
   Data Source: TUSD web Data

Current Reality: Asian students scored lowest in math at 25% passing rate, and second lowest performing in math is our Native American 30.4% Student, and third Hispanic 37%

Desired State:

- For all students to score 65% or higher on their Math Benchmarks.
- Pistor wants to eliminate gaps between racial and ethnic groups within the next ten years.

Gap:

- AA - 19.5 %
- Asian 40 %
- Hispanic 27.8 %
- Multi 16.5 %
- NA 34.6 %

B. SMART Improvement Goals

Based on gaps identified in section A, above, Pistor Middle School developed SMART improvement goals designed to move Pistor MS students from the current reality to the desired state.

1. ELA Improvement Goal:

To increase the percentage of students who are proficient in ELA benchmark and AZ merit performance for all subgroups by 5% in the 20-21 school year.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
Need assessments (formative and summative) that provides the school with differentiated data.	School City Assessments by grade level and content (ELA)
Diagnostics, and standard assessments will provide baseline data to set goals with students and establish plans for academic improvement	School City Benchmarks IXL Diagnostics

	SMART Goal Sheets for each ELA Teacher, and by Grade Level
Training on how to use the data to understand learner levels and how to apply the information to planning for instruction	PLC to support ELA in all contents quarterly.

2. *Writing Improvement Goal:*

To increase the percentage of ELA students on the AzMerit writing scores (areas calculated for the ELA portion of AzMerit) by 1 rubric point in each category from the previous school year. (Rubric of 1-4 is used in 5 different writing rubric categories).

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
All teachers will focus in the specific area of writing with students using a ACE or RACE model to answer, cite, explain or expand their statements and essays.	Students rubrics, and writing portfolios established by Sept 2020, all students grade 6-8 take School City writing benchmark in October 2020 and scores will be used to write SMART goals by content teams.

3. *Math Improvement Goal:*

To increase the percentage of students who are proficient in Math benchmarks and AZ merit performance for all subgroups by 5% in the 20-21 school year.

SMART Goal Statement	Evidence to Be Used to Assess Progress and Accomplishment
Need assessments (formative and summative) that provides the school with differentiated data.	School City Assessments by grade level and content (ELA/ Math)

Diagnostics, and standard assessments will provide baseline data to set goals with students and establish plans for academic improvement	School City Benchmarks IXL Diagnostics
Training on how to use the data to understand learner levels and how to apply the information to planning for instruction	SMART Goal Sheets for each Math Teacher, and by Grade Level PLC to support Math in all contents quarterly.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, [School] reviewed multiple evidence-based strategies and assessed each for potential for effectiveness and feasibility. Achievement of the goals from section B, above, will be supported by the most effective and feasible evidence-based strategies, below.

1. *ELA Improvement Goal:*
   Strategy 1a:
   - During PLCs teacher analyze data, review ELA and results, commit to an agreement and develop a smart goal around specific strategies: formative assessment.
   - Response to Interventions (RTI) daily for minimally proficient students (Tier 2)
   - ELA Curriculum Support Provider (CSP) provides coaching to teachers to support strategies that teachers have articulated. They also monitor

   Strategy 1b:
   - Written AVID site plan with Writing goals across contents to improve overall ELA AzMerit scores.
   - Writing Rubrics and guides for teaching writing, Title I funds, AZMerit Writing Rubrics & Sample essays.

2. *Math Improvement Goal:*

Strategy 2a:

- Need assessments (formative and summative) that provides the school with differentiated data. (Assessments used to write SMART goals by class and all teachers)

Strategy 2b:

- CSP dedicated to Math Teachers.

D. ACTION STEPS TO IMPLEMENT & MONITOR STRATEGIES [Worksheets R and T]

Below are detailed implementation and monitoring tasks for each evidence-based strategy, including persons responsible, timelines, and needed resources.

1. *ELA Improvement Goal:*

Strategy 1a: Improvement Goal: SMART Goal Sheets for each ELA Teacher, and by Grade Level PLC to support ELA and writing in all contents (quarterly).

Strategy: Need assessments (formative and summative) that provides the school with differentiated data.

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Professional Development for ELA Teachers in School City Assessments that can be used weekly as a formative.	Daniel Sanchez, District Coordinator for SC.	Aug 2020 Oct 2020 Jan 2021	Wednesday time scheduled during PD Computer to view training.
PLC meeting to go over data	Teacher PLC Groups	Sept 2020 Oct 2020 Jan 2021	Administrative Expectation and CSP Coaching.

Writing Expectations across all content areas.	All Teachers	Sept 2020 Oct 2020 Jan 2021	Administration, and CSPs.

2. ***Math Improvement Goal:***

Strategy 1a: Improvement Goal: <u>SMART Goal Sheets for each Math Teacher, and by Grade Level PLC to support Math in all contents (quarterly)</u>.

<u>Strategy: Need assessments (formative and summative) that provides the school with differentiated data.</u>

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Professional Development for Math Teachers in School City Assessments that can be used weekly as a formative.	Daniel Sanchez, District Coordinator for SC.	Aug 2020 Oct 2020 Jan 2021	Wednesday time scheduled during PD Computer to view training.
PLC meeting to go over data	Teacher PLC Groups	Sept 2020 Oct 2020 Jan 2021	Administrative Expectation and CSP Coaching.
Math Pathway and Pitfalls training, Teachers Guides and Manipulatives as a RTI within the math classes.	All Math Teachers Shayla Samuels, TLS Coordinator, Dan Nicolette, CSP	Aug 2020 Oct 2020 Dec 2020	Math CSP and District TLS Staff to organize PD.